

THE UNIVERSITY OF NORTH CAROLINA ASHEVILLE
FACULTY SENATE

Senate Document Number 3320S

Date of Senate Approval 04/09/20

Statement of Faculty Senate Action:

APC Document 30 (HWP): **Change course title, description and credit hours for HWP 223;**
 Change course description, credit hours, and when offered for HWP 224;
 Change course title, course description and credit hours for HWP 225;
 Change course title and description for HWP 253;
 Change course description for HWP 310;
 Change course title, description, credit hours, and prerequisite for
 HWP 315;
 Change course description and credit hours for HWP 335;
 Change prerequisites for HWP 420;
 Change prerequisites for HWP 455;
 Change course title, description, prerequisites and credit hours for
 HWP 459;
 Change credit hour range and prerequisites for HWP 499

Effective Date: Fall 2020

1. Delete: On page 155, the entry for **HWP 223, Physical Activity and Health:**

223 Physical Activity and Health (3)
An introduction to the role of physical activity on overall health. Emphasis is placed on physiological responses within the body during exercise, adaptations to training, and the relationship between physical activity, sedentary behavior and health. Students gain skills in designing safe and effective physical activity programs and assessing the efficacy of those programs and learn about physical activity on a societal level (current population levels of physical activity, the built environment related to physical activity, and the sociocultural norms surrounding physical activity). Potential careers pertaining to physical activity and health are explored. Fall and Spring.

Add: On page 155, in place of deleted entry:

223 The Science of Physical Activity and Exercise (4)
An introduction to the science of physical activity and exercise and their role in overall health. This course includes an introduction to human movement and the physiological responses during exercise and as a result of training. Students will also learn about the relationship between physical activity, sedentary behavior and health. Physical activity and exercise on a societal level, including current population levels of physical activity, current national and international trends in physical activity and exercise, the built environment related to physical activity, and the sociocultural norms surrounding physical activity, will be explored. Potential careers pertaining to the science of physical activity and exercise are explored. Fall and Spring.

Impact: This change in course title and description will not significantly impact major, minor, or university requirements, with the exception of adding one additional hour to the required course load. The change is not anticipated to impact our staffing needs, as there are two instructors who teach this course and collectively can offer multiple sections each semester. Changing the title is meant to better describe the course and its level of rigor, one that is grounded in science. Changing the credit hours from 3 hours to 4 hours will allow for integration of more introductory information, and will also allow this course to fit within the new departmental standards for course credit hours. The increase in credit hours will reduce the number of sections offered per year from typically 4 to 3; however, the student cap for enrollment will be increased from 22 to 28 to help offset this change. This will result in approximately four fewer available seats in the class each academic year. Although many students outside the HWP major and minor opt to take this course, we don't anticipate our ability to offer the course to our students to be impacted.

Rationale: This change brings the course description in line with how the course is currently being taught and allows for an expansion of specific content areas including human movement science and exploring national and international trends in physical activity and exercise.

2. Delete: On page 155, the entry for **HWP 224, Mental and Emotional Health:**

224 Mental and Emotional Health (3)

An introduction to the role of mental and emotional health in overall well-being. Emphasis is placed on research and practice related to improving mental health and emotional well-being. In addition, barriers to improving mental health are explored at the individual, community, and societal levels. Students are expected to establish and pursue personal goals related to improving emotional health and demonstrate a thorough understanding of the relationship between mental and emotional health and the other pillars of healthful living. Fall and Spring.

Add: On page 155, in place of deleted entry:

224 Mental and Emotional Health (4)

An introduction to the role of mental and emotional health in overall well-being. Emphasis is placed on conceptualizations of mental health, mental health care, and research and practice related to improving mental health and emotional well-being, in both a historical and contemporary context. In addition, barriers to improving mental health are explored at the individual, interpersonal, organizational, community, and policy levels. Throughout the course, students will explore the impact of mental health stigma and intersectional forms of oppression and discrimination, such as racism, sexism, heterosexism, ableism, cisgenderism, and classism on overall mental health and wellbeing. Students are expected to establish and pursue personal goals related to improving emotional health as well as implement a community-based activity to reduce mental health stigma. Fall and Spring.

Impact: This change in course description will not significantly impact major, minor, or university requirements, with the exception of adding one additional hour to the required course load. The change is not anticipated to impact our staffing needs. There is one instructor who teaches this course and has allotted time each semester to teach multiple sections. Changing the credit hours from 3 hours to 4 hours will allow for integration of more introductory information, and will also allow this course to fit within the new departmental standards for course credit hours. The increase in credit hours will reduce the number of sections offered per year from typically 4 to 3; however, the student cap for enrollment will be increased from 22 to 28 to help offset this change. This will result in approximately four fewer available seats in the class each academic year. Although many students outside the HWP major and minor opt to take this course, we don't anticipate our ability to offer the course to our students to be impacted.

Rationale: This change brings the course description in line with how the course is currently being taught and allows for an expansion of specific content areas, most notably mental health policy and systems of mental health care. As HWP 224 is the only course in the major that specifically addresses mental health, expanding the credit hours will provide an opportunity for students to be further exposed to this valuable content.

3. Delete: On page 156, the entry for **HWP 225, Nutrition and Lifestyle:**

225 Nutrition and Lifestyle (3)

An introduction to the principles of nutrition science. This course addresses nutrients and how they interact with the body, as well as issues and controversies on how eating habits can promote health and prevent disease. Other topics covered include food and the environment, nutrition and exercise, changing nutritional needs over the course of the life, and the tradition of food as medicine. Fall.

Add: On page 156, in place of deleted entry:

225 Nutrition Science and Healthy Eating (4)

An introduction to the principles of nutrition science and their application to healthy lifestyles. This course addresses food and nutrients and how they interact with the body through digestion, absorption, metabolism, support of body functions and waste removal. With a focus on dietary patterns for disease prevention, the course addresses controversies on how eating habits can promote health and improve quality of life. Other topics covered include the gut microbiome, food and the environment, nutrition and exercise, changing nutritional needs over the course of the life, and the tradition of food as medicine. Every year.

Impact: This change in course description and title will not significantly impact major, minor, or university requirements, with the exception of adding one additional hour to the required course load. The change is not anticipated to impact our staffing needs, as there are two instructors who regularly teach this course and have allotted time each semester to cover the 4 sections needed. Changing the credit hours from 3 hours to 4 hours will allow for integration of more introductory information, and will also allow this course to fit within the new departmental standards for course credit hours. The increase in credit hours will reduce the number of sections offered per year from typically 4 to 3; however, the student cap for enrollment will be increased from 22 to 28 to help offset this change. This will result in approximately four fewer available seats in the class each academic year. Although many students outside the HWP major and minor opt to take this course, we don't anticipate our ability to offer the course to our students to be impacted.

Rationale: These changes bring the course description in line with how the course is currently being taught and allows for an expansion of specific content areas, most notably the gut microbiome, to deepen exploration into a variety of health-supporting dietary patterns, and to extend the time spent on nutrition across the lifespan. As HWP 225 is the only required course in the major that specifically addresses nutrition science, expanding the credit hours will provide an opportunity for students to be further exposed to this valuable content.

4. **Delete:** On page 156, the entry for **HWP 253, Sexuality and Sexual Health:**

253 Health and Sexuality (3)

Explores the connection between sexuality and health from a variety of perspectives –sociological, psychological, sexological, and physiological, among others – and serves as an introduction to such topics as sexual and reproductive anatomy, sexual response, sexuality throughout the life cycle, prevention of sexually transmitted diseases, contraception, queer identities and sexualities, atypical sexual behavior, and sexual violence. A primary learning objective for this course is to become fully comfortable discussing a broad range of topics related to sexuality and sexual health in a manner conducive to enhancing education, awareness, and personal health. See department chair.

Add: On page 156, in place of deleted entry:

253 Sexuality and Sexual Health (3)

Explores the connection between sexuality and health from a variety of perspectives –sociological, psychological, sexological, and physiological, among others – and serves as an introduction to such topics as the role of sex and sexuality in life and health, attraction, sexual response, sexual communication, queer identities and sexualities, sexuality throughout the life cycle, sexual and reproductive anatomy, sexual disorders, atypical sexual behavior, and sexual harassment and violence. A primary learning objective for this course is to become fully comfortable discussing a broad range of topics related to sexuality and sexual health in a manner conducive to enhancing education, awareness, and personal health. See department chair.

Impact: Changing the name and description of this course will not impact major, minor, or university requirements. This course is an elective option for the major and minor. Two faculty can teach this course, and the historical class size is about 22 students.

Rationale: This change is being made to better reflect the current content and focus of the course.

5. **Delete:** On page 157, the entry for **HWP 310, Community Health Promotion: Theory and Practice:**

310 Community Health Promotion: Theory and Practice (4)

Essential strategies for determining prevention-related needs for specific populations, designing culturally and educationally appropriate interventions/services, and implementing and evaluating health promotion/disease prevention programs. Emphasis is placed on understanding social determinants of health and their relationship to health disparities, utilizing health behavior change theories, and program models to develop interventions. Health promotion in various settings is explored and oral communication skills are practiced in this course. A grade of C or better is required to graduate. Prerequisites: HWP 190 and junior standing. Fall.

Add: On page 157, in place of deleted entry:

310 Community Health Promotion: Theory and Practice (4)

Essential strategies for determining prevention-related needs for specific populations, designing culturally and educationally appropriate interventions/services, and implementing and evaluating health promotion/disease prevention programs. Emphasis is placed on understanding social determinants of health and their relationship to health disparities, utilizing health behavior change theories, and program models to develop interventions in a variety of settings. A grade of C or better is required to graduate. Prerequisite: HWP 223, 224, or 225. Junior standing. Fall.

Impact: The removal of the oral communication practice will allow for more time (approximately 3 class sessions) for health disparities and community health settings content. Students will develop oral communication skills in HWP 335 and HWP 459. The content in HWP 190 that was required for HWP 310 included a brief introduction to determinants of health and health behavior change theories. HWP 310 will now include the introduction and more in-depth material related to these topics. This is a required course. Two faculty can teach this course, two sections are offered per year, and average enrollment is 30 students.

Rationale: The change to the description reflects the removal of the oral communication skills practice, which historically has been part of this course but not a good fit. The oral communication skills practice is a more logical fit with the health communication course (for general health and wellness and public health concentrations) and also will be incorporated into the senior capstone course (for all HWP majors). Since HWP 190 will no longer be a required course for the major, it cannot be a pre-requisite for HWP 310. Continuing to require junior standing will increase the likelihood that students will have taken 200-level HWP courses and will have a foundation in the discipline prior to taking HWP 310, which is a skills-based course.

6. Delete: On page 157, the entry for **HWP 315, Stress Management and Biofeedback:**

315 Stress Management and Biofeedback (3)

Covers the physiological and psychological reactions that make up the response to acute, chronic, and traumatic stress, detailing the physiological processes that underlie such reactions. Students will also explore the health consequences of acute and chronic stress and individual, interpersonal, and societal sources of stress as well as established and emerging methods of stress reduction discussed in the literature. This course also provides an introduction to the basics and goals of biofeedback and neurofeedback including history, intervention techniques, and analysis of principles and applications. This is not a certification course. Prerequisites: HWP 294 or BIOL 338, or permission of instructor. See department chair.

Add: On page 157, in place of deleted entry:

315 The Science of Stress, Stress Management, and Biofeedback (4)

Covers the physiological and psychological reactions that make up the response to acute, chronic, and traumatic stress, detailing the physiological processes that underlie such reactions. Students will also explore the health consequences of acute and chronic stress and individual, interpersonal, and societal sources of stress as well as established and emerging methods of stress reduction discussed in the literature. This course also provides an introduction to the basics and goals of biofeedback and neurofeedback including history, intervention techniques, and analysis of principles and applications. This is not a certification course. Prerequisites: HWP 234 or BIOL 338, or permission of instructor. See department chair.

Impact: As an elective course, this change in course name and credit hours will not significantly impact major, minor, or university requirements. These changes are not anticipated to impact our staffing needs, as there is a single instructor who teaches this course and has allotted time to teach this course on alternating semesters. Changing the credit hours from 3 hours to 4 hours will also allow this course to fit within the new departmental standards for course credit hours.

Rationale: The increase from 3 to 4 credits will provide an opportunity for a biofeedback lab component to be added to the course as part of the regular course hours. The name change reflects the emphasis of the course as being on the science of stress rather than simply practicing stress management exercises.

7. Delete: On page 158, the entry for **HWP 335, Health Communication:**

335 Health Communication (3)
Examines methods for communicating health messages. Communication theory, sociocultural issues, and communication contexts are examined while developing communication skills and strategies. Topics include interpersonal communication skills, health education and materials development, communication with health policy makers, media advocacy, and social marketing. Emphasis on written communication to promote health. Prerequisite: HWP 310. Spring.

Add: On page 158, in place of deleted entry:

335 Health Communication (4)
Examines methods for communicating health messages. Communication theory, sociocultural issues, and communication contexts are examined while developing communication skills and strategies. Topics include interpersonal communication skills, health education and materials development, communication with policy makers, media advocacy, social media, and health communication research. Emphasis on written and oral communication to promote health. Prerequisite: HWP 310. Spring.

Impact: The impact on the department will be minimal and generally positive. Since it is part of a department-wide shift from mostly 3-credit to 4-credit hour courses, altogether the impact on teaching will be to reduce course preps per semester. Also, the change will make it easier for faculty members and students to assemble the appropriate number of credit hours for a full course load of 12 credit-hours. This course is required for the public health concentration; two faculty can teach this course, and average enrollment is about 28 students.

Rationale: We are changing this course from a 3-credit hour to a 4-credit hour course in order to include additional content, specifically on social media and health communication research, and to provide additional time for students to engage in self- and peer-review of health communication materials.

8. Delete: On page 159, the prerequisites for **HWP 420, Exercise and Sport Physiology:**

Prerequisites: HWP 294 or BIOL 338. See department chair.

Add: On page 159, in place of deleted entry:

Prerequisites: HWP 223, 234, 235, 245. See department chair.

Impact: This change in prerequisites will not significantly impact major, minor, or university requirements. This change may slightly reduce the number of non-HWP majors who choose this course. These added prerequisites will not add time for students to complete the degree. Most students take HWP 223, 234, and 235 prior to taking this course, often taking these in their freshmen, sophomore, and junior year. Students will also be taking our added HWP 245 class in their sophomore or junior year given that it is a prerequisite for several of our upper-level courses. Nearly all students take HWP 420 in their senior year. As shown in the 4-year plan provided, this is all very doable.

Rationale: This change in prerequisites will ensure that students taking HWP 420 will be adequately prepared for the material and assignments, which require students to have a basic understanding of exercise science and anatomy and physiology, and have basic skills in research interpretation.

9. Delete: On page 159, the prerequisites for **HWP 455, Pathophysiology of Chronic Conditions and Illnesses:**

Prerequisites: HWP 294 or BIOL 338; STAT 185.

Add: On page 159, in place of deleted entry:

Prerequisites: HWP 234 or BIOL 338; HWP 245; STAT 185.

Impact: This change in prerequisites (adding HWP 245, Research Methods in Health and Wellness Promotion) will not significantly impact major, minor, or university requirements. As demonstrated in the 4-year plan provided, students can easily fit these prerequisites in, especially with the removal of HWP 190 as a required course.

Rationale: The addition of HWP 245 will ensure that HWP majors will be adequately prepared for the material and assignments that require basic skills in research interpretation.

10. Delete: On page 159, the entry for **HWP 459, Senior Seminar in Health and Wellness Promotion:**

459 Senior Seminar in Health and Wellness Promotion (3)

Students will explore contemporary health issues. The course includes four components: (1) completion of a research project, leadership project or program project in health and wellness promotion; (2) an oral presentation of research findings (in the writing and delivery of their research, students are expected to demonstrate content and critical thought mastery); (3) career and/or graduate study plan; (4) evidence of growth in personal health and wellness during their course of study and the completion of a lifestyle plan. This senior capstone experience serves as the demonstration of competency in the major. A grade of C or better is required to graduate. Prerequisite: HWP 310. Fall and Spring.

Add: On page 159, in place of deleted entry:

459 Senior Capstone in Health and Wellness Promotion (4)

Senior Capstone in Health and Wellness Promotion includes four components. The first three components will be required of all students: (1) career and/or graduate study preparation; (2) evidence of growth in the ability to critically evaluate and synthesize information across their health and wellness course of study; and (3) an oral presentation of learning from an applied capstone project or field experience internship. For the fourth component, students will have the option of completing

one of the following: (1) an applied research, teaching/learning, and/or leadership project with emphasis in primary prevention of disease and chronic conditions; or (2) a field-based internship in an area related to their chosen career path. This senior capstone experience serves as a demonstration of competency in the major. A grade of C or better is required to graduate. Prerequisites: HWP 245 and HWP 310. Fall and Spring.

Impact: Although this change increases the credits for HWP 459 by 1, the consolidation of HWP 459 with an optional field-based experience decreases the total number of hours required from 6 to 4, as we are deleting the requirement for either HWP 350, 380, or 499. This change will help offset the additional hours required in major courses with the shift from 3 to 4 credits. Changing the course description is not anticipated to impact our staffing needs, as there is one faculty that is designated to teach a minimum of one section of this course a year, with the other sections rotating instructors (many of us have taught it). Changing the credit hours from 3 hours to 4 hours will also allow this course to fit within the new departmental standards for course credit hours. The shift in credit hours may reduce the number of sections offered per year; however, the student cap for enrollment will be increased to offset this change.

Rationale: As we are moving to a 4-credit model, we are balancing the increase in credit load by making some changes to the major requirements. One of these changes is integrating HWP 380 into HWP 459 and moving HWP 499 to an elective option. To allow interested students to still carry out an internship, this component of the major will be folded into HWP 459 as an option to the current capstone project. Given the current structure of 459, the option to replace the capstone project with an internship experience was very feasible and seemed equivalent in terms of responsibility given the time commitments required of the capstone project. The remainder of the course content and expectations will remain the same across both groups (capstone and internship students), and students in both groups will be expected to orally present their capstone or internship project. The change in course name reflects the broadened nature of the course in adding the internship option.

11. Delete: On page 159, the entry for **HWP 499, Undergraduate Research in Health and Wellness Promotion:**

499 Undergraduate Research in Health and Wellness Promotion (1-6)
Independent research under the supervision of a faculty mentor. An IP grade may be awarded at discretion of instructor. May be repeated for a total of 6 hours credit. See program director.

Add: On page 159, in place of deleted entry:

499 Undergraduate Research in Health and Wellness Promotion (1-4)
Independent research under the supervision of a faculty mentor. An IP grade may be awarded at discretion of instructor. May be repeated for a total of 8 hours credit. Prerequisite: HWP 245. See department chair.

Impact: Adding HWP 245, Research Methods in Health and Wellness Promotion) will not significantly impact major, minor, or university requirements as HWP 245 will be required of all HWP majors.

Rationale: The addition of the prerequisite will ensure that students taking HWP 499 will be adequately prepared for the material and assignments which require basic skills in research interpretation. Changing the credit range for the course and increasing the total hours of possible credit is in keeping with the move to a 4-hour curriculum.